



Higher Education Award Regulations: Part B

Section: 12: Monitoring and Evaluation

Version: 1.2.1

Academic Year: 2023/24

REVISION HISTORY

Ver	Date	Author	Description
1	April 2016	Scott Smith	Initial Programme Monitoring Procedure
1.0.1	March 2019	Scott Smith	Typographical update (reference to Part A) and updated reference to the Quality Code. Change from use of school to curriculum area.
1.0.2	Nov 2019	Scott Smith	Removal of reference to an APR panel and additional updates
1.0.3	August 2020	Scott Smith	Change in title to reflect Quality Code + iterative updates to Periodic Review process
1.1	August 2021	Scott Smith	Removal of core themes section (APR) Further alignment to Apprenticeship processes Typographical updates
1.2	July 2022	Scott Smith	Annual Update
1.2.1	July 2023	Scott Smith	Annual Update – including changes to APR and SED processes

APPROVAL

Ver	Committee	Date Approved
1	HEAB	6 July 2016
1.0.1	ASDC	27 March 2019
1.0.2	ASDC	13 Nov 2019
1.0.3	ASDC	September 2020
1.1	ASDC	Oct 2021
1.2	ASDC	July 2022
1.2.1	ASDC	July 2023

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B12. MONITORING AND EVALUATION

B12.1 INTRODUCTION

Monitoring and evaluation of higher education is an essential process, forming a fundamental part of the academic cycle. It can, and should, look at all aspects of the higher education experience enabling providers to consider how learning opportunities for students and apprentices may be improved.

These regulations relate to the provision of higher education programmes delivered at Blackpool and The Fylde College, including higher and degree apprenticeships.

This procedure is aligned to the Office for Students' conditions of registration for regulating student and apprentice outcomes, and the expectations and practices of the UK Quality Code for Higher Education which discusses the mechanisms that higher education providers use to reflect on a programme once it is running, and to determine how it can be improved .

B12.2 FUNCTION OF MONITORING AND EVALUATION

Monitoring and evaluation with enable:

- The standards and quality of a programme to be assessed generally and against the Office for Students' conditions of registration.
- A review of learning, teaching, methods of assessment and the quality of the student/apprentice experience.
- A consideration of the extent to which intended learning outcomes are met and standards maintained, taking account of the award qualifications and external reference points e.g., the Framework for Higher Education Qualifications (FHEQ) and other Professional, Statutory or Regulatory Bodies (PSRBs).
- The identification of areas of good practice and innovation for wider dissemination
- The management of programmes and discipline areas to be considered.
- Curriculum Areas and collaborative partners to review and evaluate their:
 - Portfolio of programmes, assess their suitability, success, development and improvement, and to plan for future provision.
 - Taught programme provision, and in particular student's/apprentice's achievement of the appropriate academic standards and the learning opportunities offered to them to support their achievements.
- Curriculum Areas to plan strategically; reviewing longer term plans and objectives, considering external developments (e.g., changes to entry profiles and employer expectations) to evaluate the cumulative effect of change.
- An independent panel to review this self-evaluation through the consideration of documentation that covers the entire period under review, and discussions with colleagues and students/apprentices.

B12.3 BENEFITS OF MONITORING AND EVALUATION

The benefits to Blackpool and The Fylde College of the monitoring and evaluation is that it provides:

- Opportunities for Blackpool and The Fylde College to take a holistic view of the quality and standards of the provision currently, and over time.
- A structured opportunity to reflect on current systems in place and develop innovative approaches and/or enhance current practices.
- An opportunity for students/apprentices to actively engage in the enhancement of Blackpool and The Fylde College's programmes; for the student voice to inform curriculum design and delivery and enhance the student experience.
- An opportunity to record external and independent confirmation of the quality and standards of the programmes.
- An opportunity for potential good practice to be identified so that it can be verified, disseminated and embedded.
- Evidence of quality and quality assurance processes to help to secure the confidence of external bodies such as the OfS and PSRBs

B12.4 INTERNAL AND EXTERNAL ENGAGEMENT

Feedback to Curriculum and Service Areas from those not directly involved in their provision, from individuals either internal or external to the provider, enables the identification of areas for improvement and enhancement, as well as offering assurance of academic standards and the quality of learning opportunities. Sources of internal feedback in addition to current and former students/apprentices and colleagues directly involved with the delivery of the programme may include academic colleagues from other academic subject areas or with professional services expertise, such as Digital and Learning Resources colleagues, and Student Support, Wellbeing and Inclusion. External engagement and feedback may include:

- Staff from other higher education providers, including those with whom they work to deliver learning opportunities.
- Contacts from academic subject associations, and relevant sector networks, such as those concerned with developments in pedagogy and technology-enhanced learning.
- External examiners.
- Professional, statutory and regulatory bodies.
- Organisations in the communities with which the higher education provider works.
- Contacts made through working with others, at other higher education providers, in industry or professional practice, or through research collaborations.
- Employers who may be directly involved in the programme, for example, through apprenticeships, in offering placement opportunities, or have employed students who had previously studied on the programme.

B12.5 MONITORING AND EVALUATION AT B&FC

Monitoring and evaluation occur on an ongoing basis as part of the management function at Blackpool and The Fylde College, through key meetings such as Curriculum Area management team meetings and the central Academic Management Team (AMT). It also occurs through the deliberative structure through Programme Quality Meetings (PQMs) and Curriculum Area level Quality Assurance Meetings (QAM) both of which include students/apprentices as partners. Additionally, there are key processes which formally embed monitoring and evaluation which feed into and through these mechanisms. These are:

- Annual Programme Review (APR) and addendum for integrated degree apprenticeships
- Annual Self-Evaluation Document (SED) and panels
- Periodic Review – revalidation and SED periodic review
Blackpool and The Fylde College SAR for apprenticeship provision

The overall process is illustrated in Appendix A.

B12.6 ANNUAL PROGRAMME REVIEW (APR)

B12.6.1 OVERVIEW

The Annual Programme Review (APR) is a cornerstone of quality assurance and enhancement in Blackpool and The Fylde College and is central to ensuring that the learning opportunities made available to students enable the intended learning outcomes of the programme to be achieved. The APR process also evaluates student/apprenticeship attainment of academic standards and allows programme teams and curriculum areas to confirm that their portfolio aligns with Blackpool and The Fylde College mission and strategic priorities, and that the programme remains current and relevant. The APR is, at its heart, a means of continuously enhancing the student experience.

Self-evaluation requires the programme team to reflect collectively, honestly and to stand back and consider objectively both strengths and weaknesses. For the process to have real worth, it has to be owned by all involved and should not simply be issues driven.

The APR process is cyclical, in that it looks back specifically at the previous year of delivery and looks ahead to the next year through a Quality Improvement Plan (QIP) which identifies strategic areas for enhancement. This is continuously reviewed through the Programme Quality Meeting (PQM) process, which allows progress to be monitored and opportunities to proactively improve the curriculum and the student experience while delivery is being undertaken. For integrated degree apprenticeships an apprenticeship addendum is also completed to reflect on internal quality assurance of the apprenticeship and confirm readiness for monitoring visits by the designated quality body (DQB). The quality of teaching and learning within the Higher and degree apprenticeship qualification is reflected

upon in the APR, though more generally, higher and degree apprenticeship overall provision is captured in the SAR.

Authors, normally the Programme Leader, will be allocated a set of documents and resources, the documents and resources include:

- The APR template.
- The APR Guidance document.
- An APR Dataset.
- Apprenticeship Addendum template for integrated degree apprenticeships (where applicable)

B12.6.2 KEY ROLES AND RESPONSIBILITIES

The Head of Curriculum Area (HoCA) has the key responsibility for ensuring that the process meets Blackpool and The Fylde College requirements and facilitates continuous enhancement. The HoCA is also responsible for completion of the curriculum area Self-Evaluation Document (SED) each year.

The Curriculum Manager (CM) has an overview of the process for their curriculum area. They are responsible for ensuring that the APR templates are completed in accordance with deadlines and academic colleagues are aware of their roles and responsibilities. They are also key in supporting teams and liaising with cross college service areas to ensure that relevant data is available to the APR authors at key points in the process.

The Programme Leader (PL) is responsible for collating feedback, gathering and analysing data and facilitating programme delivery, discussion and critical review of the year of delivery, and drawing up an action plan of key areas for further enhancement.

The Module Leader is responsible for ensuring that student feedback is captured during the delivery of their module(s) and completing Module Reviews as part of the Board of Examiner processes each year to inform the APR process.

The Programme Delivery team is collectively responsible for critically reviewing and reflecting on the coherence and overall success of the programme holistically, in addition to their individual teaching commitments.

B12.6.3 APR PROCESS

The APR process comprises of three stages:

- Initial Draft – Following the completion of an academic year, authors prepare a draft of their APR document. During the early stages of writing, authors may not have available to them all pertinent data, for example, the external examiner's report but they should revise the document iteratively until final review.

- Review – Reviewers are normally the CM responsible for the delivery of the programme. Following the completion of the review, authors have an opportunity to revise their document before the CM approves the document and the HE Directorate then reviews the APR.
- Final Review – A final review is undertaken by the HE Directorate. This review may provide final recommendations and conditions which need to be addressed. Where applicable, the final document is provided to the awarding body.

The APR process is illustrated in Appendix B.

B12.6.4 THE APR DOCUMENT

The APR template is reviewed and updated annually. The APR template reviews last year's QIP, and addresses a broad range of areas for reflection, including (but not limited to), student/apprentice demographics, quality of education, academic standards and integrity, student/apprentice support, feedback and outcomes and blended learning. The APR is completed with the formation of the QIP for the next year.

B12.6.5 ORGANISATIONAL OVERSIGHT (APR)

The Blackpool and The Fylde College Academic and Standards and Development Committee (ASDC) has responsibility for the oversight of the APR process, in liaison with both the Quality and Standards Directorate and the HE Directorate.

The Learning, Teaching and Equality Committee (LTEC) takes forward any specific issues which may impact more widely than individual programme level.

B12.7 SELF EVALUATION

B12.7.1 OVERVIEW

Curriculum and Service Area Self-Evaluation is an opportunity to critically reflect on both the period of recent delivery and operation, as well as provide a review and analysis of trends over time. They also look ahead to the coming year in order to provide continuous enhancement of the student experience. This model ensures comparability with Blackpool and The Fylde College Self-Assessment Review (SAR) which provides an evaluation of the College's performance against Ofsted criteria.

The SED process is designed to scrutinise the strategic management and oversight of academic standards and quality within curriculum and service areas. The SED is either:

- A review of a Curriculum Area's portfolio of HE programmes, including higher and degree apprenticeship qualifications, which assesses its health and facilitates planning for future provision

- A review of a relevant Service Area that assesses its health and facilitates planning for future provision

B12.7.2 CORE THEMES

The Curriculum Area SED:

- Provides Blackpool and The Fylde College with a system by which a curriculum area's management of its programmes, both in the current year and over time, may be monitored.
- Provides Blackpool and The Fylde College with a system by which the standards and quality of HE awards, and student/apprentice outcomes may be monitored.
- Reviews learning and teaching, methods of assessment and the quality of the student experience.
- Reviews the continuing validity and relevance of programme aims and intended learning outcomes, including adherence to external reference points such as the Framework for Higher Education Qualifications, OfS Conditions of Registration, particularly condition B, Subject Benchmarks, occupational standards etc.
- Identifies areas of good practice for wider dissemination.
- Enables a Curriculum Area, to review and evaluate their portfolio of programmes, assess their suitability, success, development and improvement, and to plan for future provision.
- Enables a Curriculum Area, to review and evaluate their students' outcomes and the achievement of the appropriate academic standards and the learning opportunities offered to them to support their outcomes.
- Enables an independent panel to review this self-evaluation through the consideration of a Self-Evaluation Document that covers the period under review, and which incorporates trends and changes over time.
- Is developmental and based on a dialogue between colleagues. It should be forward-looking but also take account of the current situation and any relevant previous issues.

The Service Area SED:

- Provides Blackpool and The Fylde College with a system by which a service's management of its provision, both in the current year and over time, may be monitored.
- Provides Blackpool and The Fylde College with a system by which the standards and quality of the service's provision may be monitored.
- Reviews the quality of the student experience and outcomes regarding the service.
- Reviews the continuing validity and relevance of elements of the service, including adherence to external reference points such as the FHEQ, occupational standards, benchmark statements, CMA Guidance, in addition to service specific reference points.

- Identifies areas of good practice and innovation for wider dissemination
- Enables services to review and evaluate their provision, assess its suitability, success, development and improvement, and to plan for future provision.
- Enables services to review and evaluate their contribution to students' outcomes and the achievement of the appropriate academic standards and the learning opportunities offered to them to support their achievements.
- Enables an independent panel to review the resulting quality improvement plan (QIP) developed from the self-evaluation through the consideration of a Self-Evaluation Document that covers the period under review, and which incorporates trends and changes over time.
- Is developmental and based on a dialogue between colleagues. It should be forward-looking but also take account of the current situation and any relevant previous issues.

B12.7.3 KEY ROLES AND RESPONSIBILITIES

The HoCA or Director and Heads of Service (HoS) have the key responsibility for ensuring that the process meets Blackpool and The Fylde College requirements and facilitates continuous enhancement. Heads are also responsible for completion of the area's Self-Evaluation Document each year.

The Curriculum Manager or identified Service Head or Manager has an overview of the process for their Curriculum Area or Service Area. They are responsible for ensuring that the SED templates are completed in accordance with deadlines and that colleagues are aware of their roles and responsibilities.

Programme or service delivery teams are collectively responsible for critically reviewing and reflecting on the coherence and overall success of the Curriculum Area's /Service's provision holistically, in addition to their individual teaching or service delivery commitments. The programme team are also responsible for ensuring student engagement in the SED process.

B12.7.4 THE SED PROCESS

The SED Process comprises of three stages:

Initial Draft – Following the completion of an academic year, authors prepare a draft of their SED document.

Draft Review – The Director of Higher Education and Director of Quality and Standards will provide feedback to allow the curriculum area/service to further develop the document.

QIP Panel Review – A Panel, chaired by the Vice Principal Higher Education and Student Enhancement and comprising of the Director of Higher Education, the Director of Quality and Standards, Senior apprenticeship manager (as appropriate), Students' Union

representative and an External Specialist (as appropriate) reviews the SED Quality Improvement Plan derived from the SED and provides appropriate challenge and support to areas as part of the broader review of their provision, make recommendations and note good practice, in order to identify opportunities for continuous enhancement.

B12.7.5 THE SED DOCUMENT

The SED should discuss both strengths and weaknesses of provision, as perceived by the Curriculum Area/Service under review. The document is an opportunity for the curriculum area/service to demonstrate how the strengths of the provision identified in previous reviews have been built upon, and how any weaknesses identified have been addressed. Where weaknesses remain, plans for addressing these should be summarised. Completion of the SED must be to agreed deadlines.

The SED should, normally, be no more than 30 pages long (excluding the Quality Improvement Plan). The curriculum area SED reviews last year's QIP addresses a broad range of areas for review, including (but not limited to): Overview of the curriculum area, recruitment, course design and development, quality and delivery of education, academic standards, resources support and engagement, assessment and feedback, academic integrity, student outcomes, staff development. The curriculum area SED is completed with the formation of a QIP for the following year.

Each Service Area's SED document is contextualised to meet individual service requirements; however, the content includes (but not limited to): an overview of the service, enabling student/apprentice outcomes, staff professional development, resources and a review of last year's and formation of the next year's quality improvement plan.

B12.7.6 THE SED PANEL

A QIP derived from consideration of the SED, for each Curriculum and Service Area, is presented annually to a Panel, the function of which is to evaluate the area's approach to continuous enhancement, make recommendations and note good practice. For Curriculum Areas, a representative group of students/apprentices from the programmes under review and covering all areas and levels of study is sought to form part of the meeting. This will assist the panel to form a view of the adequacy of provision in those distinct areas as well as overall. The Head of Curriculum or Service Area provides a brief overview of the SED and summarises points identified surrounding leadership and management, good practice and innovation and strategic priorities and enhancements. A discussion with Management Team representatives provides a forum for discussion and the on-going enhancement of the quality of the student experience and delivery of student outcomes across Blackpool and The Fylde College's HE provision. The Panel provide feedback following the review and make recommendations for further enhancements.

B12.8 PERIODIC REVIEW

In addition to annual monitoring and evaluation, the periodic review process is an additional important opportunity to undertake a holistic evaluation, considering trends over time.

Periodic review at Blackpool and The Fylde College occurs:

- At Curriculum Area level, normally every five years and the membership of each Curriculum Area SED panel will include an External Specialist (appointed by the HE Directorate) allowing for external and independent confirmation.
- At individual programme level where it is integral to quinquennial revalidation.
- The periodic review process is outlined in Appendix C.

B12.8.1 CURRICULUM AREA LEVEL PERIODIC REVIEW

This event follows the SED process as outlined in section 12.7.4, with the addition of an External Specialist on the panel. The External Specialist will have credibility within their subject area, experience of internal reviews within their own institution, and have no conflicts of interest (for example, they should not be External Examiners at Blackpool and The Fylde College, either current or those who have held an appointment within three years of the date of the review). The qualifications of the External Specialist and the process for their selection are in line with the requirements for an External Examiner as set out in B5 of these regulations. Their role includes paying particular attention to all sections of the SED that require an external perspective, such as context, curricula, resources and the coherency and appropriateness of the programme portfolio in addition to considering trends over time and the general conditions of the SED QIP Panel as outlined above.

B12.8.2 INDIVIDUAL PROGRAMME LEVEL

In addition, periodic review takes place as part of a programme's revalidation cycle. An evaluation of the past five years of delivery is undertaken in a forensic manner where consideration is given to factors including student/apprentice outcomes validating partner and external feedback and actions identified through quality enhancement activities such as APRs, QIPs and Programme Quality Assurance meetings (PQAMs).

B12.9 BLACKPOOL AND THE FYLDE COLLEGE SED

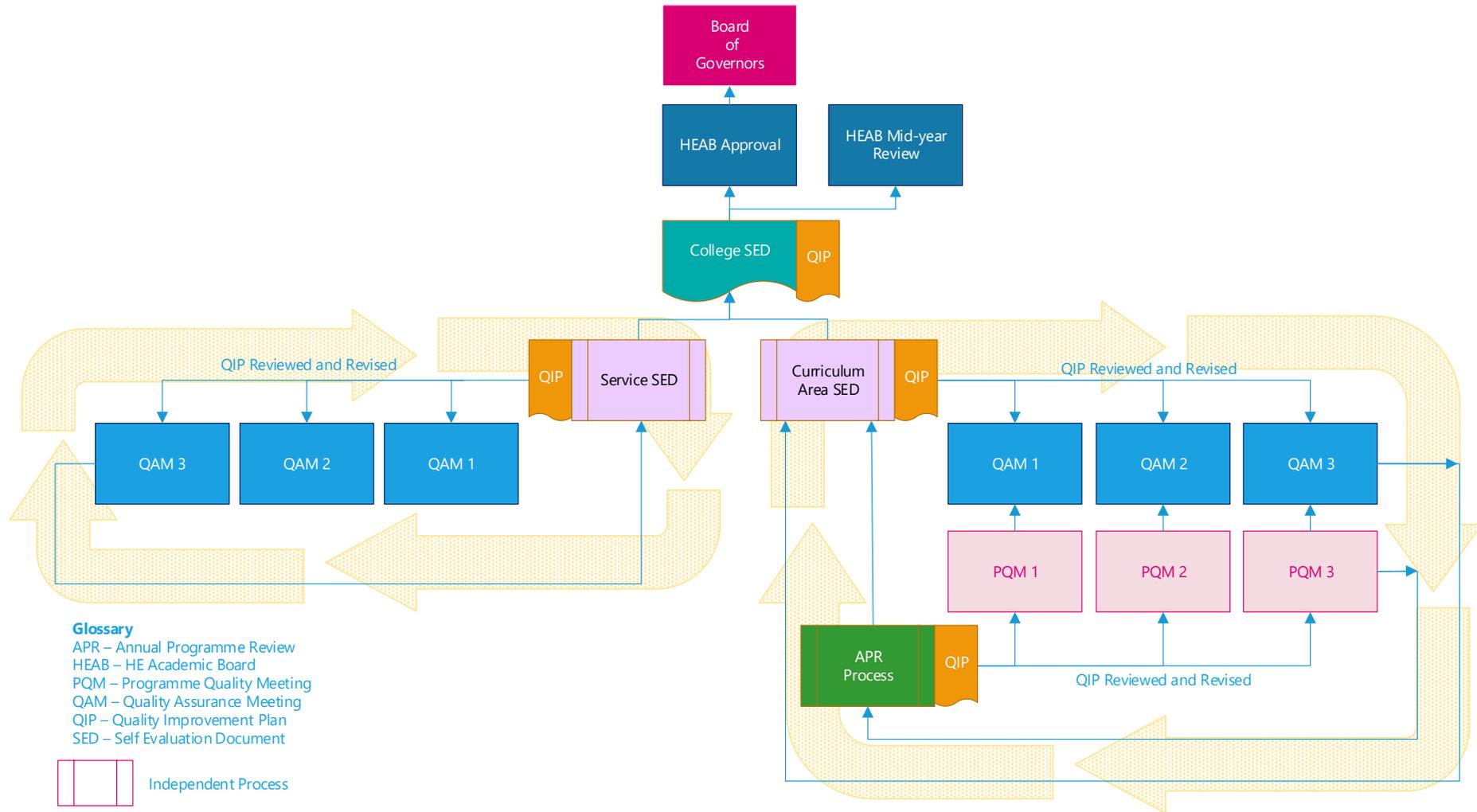
Blackpool and The Fylde College Self-Evaluation Document (SED) provides an annual opportunity at a macro level to critically reflect on how well the College has met its obligations, assured standards and enhanced the student experience.

Blackpool and The Fylde College SED process is cyclical, in that it looks back specifically at the previous year and looks ahead to the next year through a Quality Improvement Plan (QIP) which identifies strategic areas for enhancement.

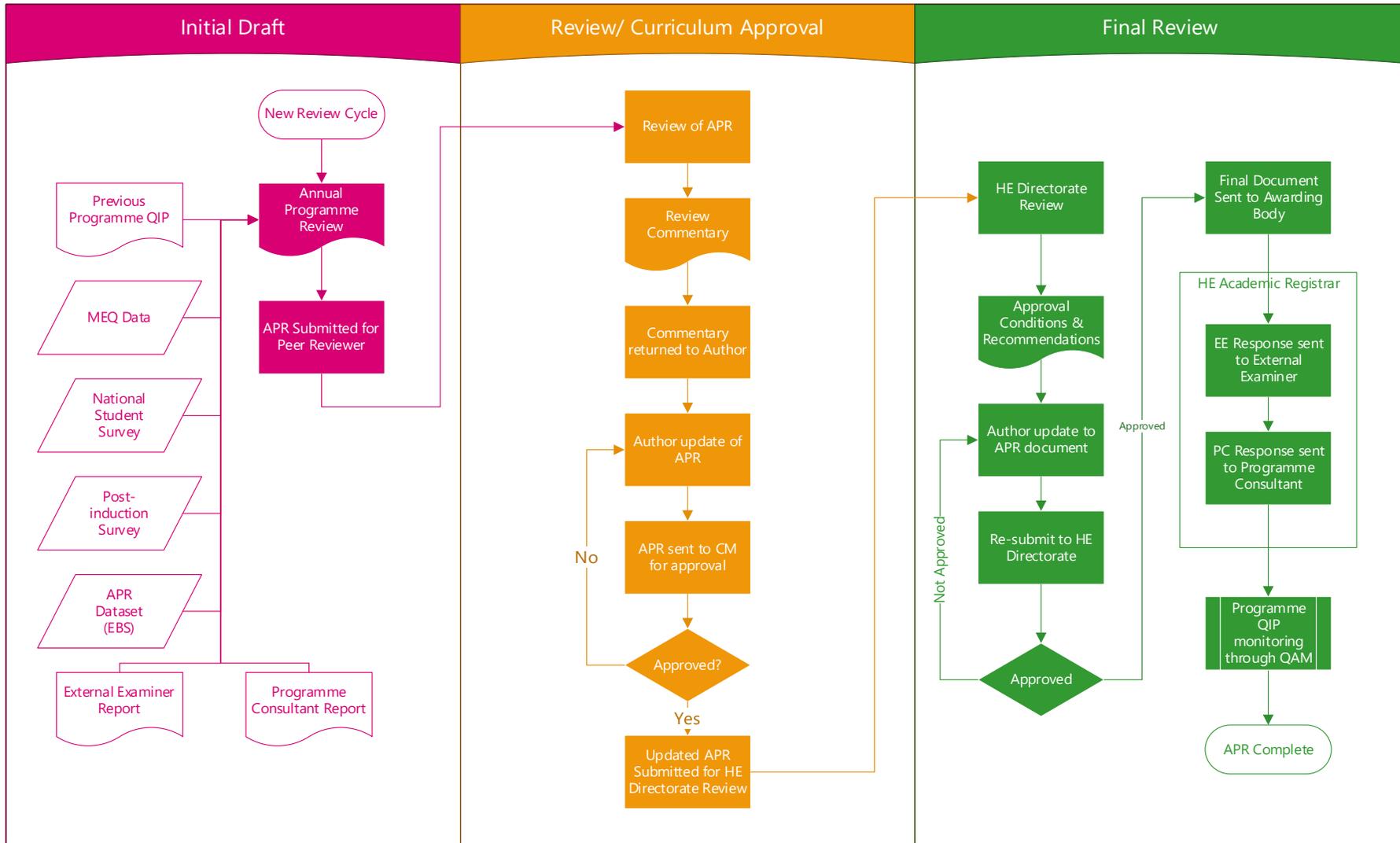
B12.9.1 ORGANISATIONAL OVERSIGHT (COLLEGE SED)

The outcomes of the processes of monitoring and review must be reported at the appropriate organisational level. The College SED is presented at HE Academic Board for discussion and approval. The College SED is also given consideration at Corporation Board level through the Quality and Standards Committee.

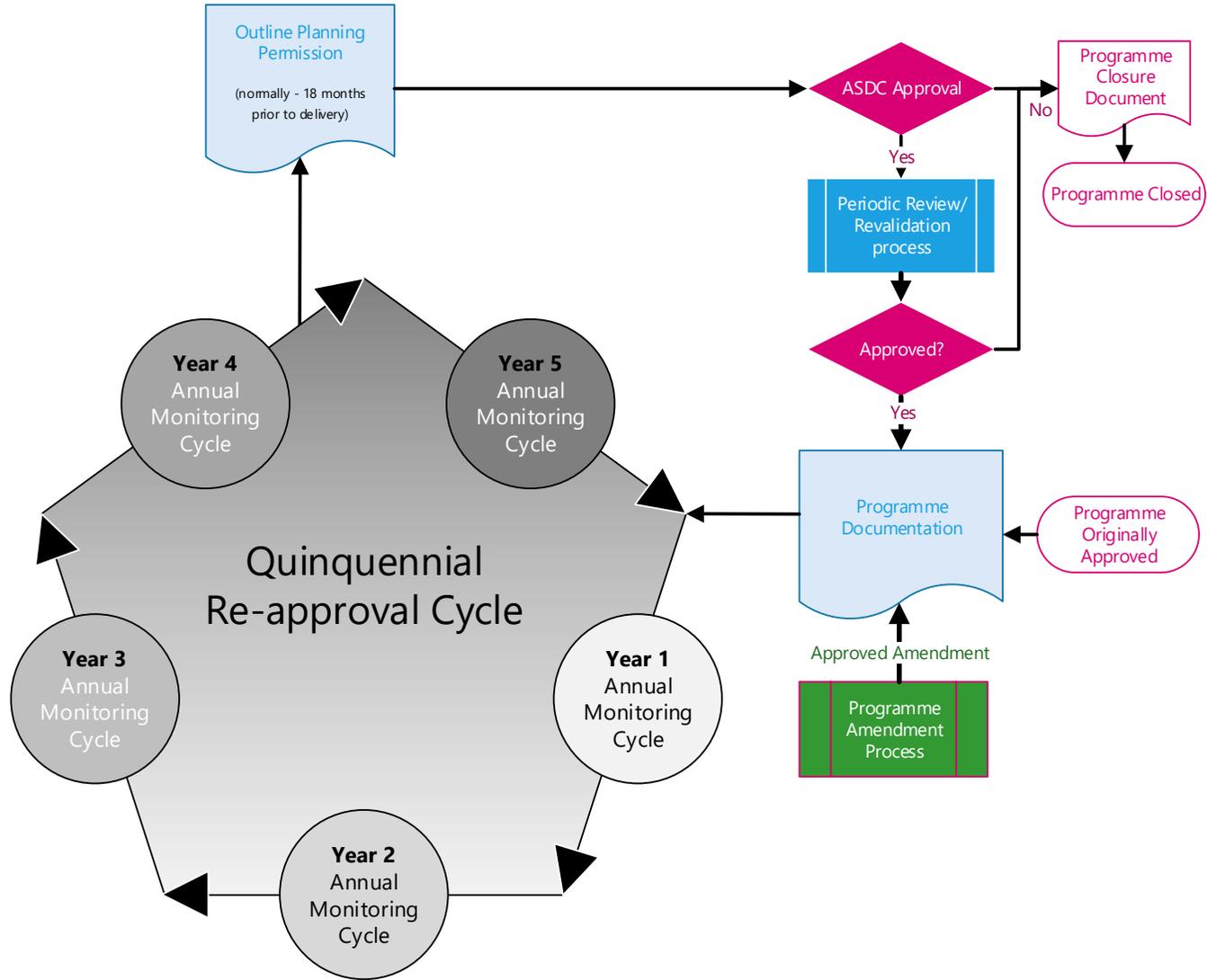
APPENDIX A ANNUAL MONITORING AND EVALUATION CYCLE



APPENDIX B ANNUAL PROGRAMME REVIEW PROCESS (APR)



APPENDIX C PERIODIC REVIEW / REAPPROVAL / REVALIDATION CYCLE



APPENDIX D HE PROGRAMME LIFECYCLE (VALIDATION/REVALIDATION/CLOSURE)

